

# Teacher Professional Development for Gender-Responsive Pedagogy in Sub-Saharan Africa

**An Abridged Version**

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# About VVOB, the Regional Teachers Initiative for Africa and FAWE

VVOB – *education for development* is an international non-profit organisation with over 40 years' experience in strengthening the quality of education systems in Africa, Asia and South America in close partnership with ministries of education and their institutions.

The Regional Teachers Initiative for Africa (RTIA) project supports African countries to improve the education and training of teachers to make sure that their schools have qualified teachers. VVOB contributes to the RTIA project through the implementation of a regional project for scaling Teacher Professional Development (TPD) for Gender-Responsive Pedagogy (GRP) for early childhood, primary and lower secondary education.

The Forum for African Women Educationalists (FAWE) is a membership-based pan-African Non-Governmental Organisation that operates through 34 National Chapters in sub-Saharan Africa to promote girls' and women's education.

# Foreword



Education is one of the most powerful levers we have to build more just, inclusive and prosperous societies. Yet, too many children in Sub-Saharan Africa still face barriers to learning that are rooted in gender norms and inequities. Teachers play a pivotal role in addressing these barriers. Their ability to create classrooms where every learner is valued, engaged and able to thrive depends not only on their commitment, but also on the quality and relevance of their professional development.

This evidence review on Teacher Professional Development for Gender-Responsive Pedagogy in Sub-Saharan Africa is both timely and essential. It brings together lessons from across the region on how teacher education and training can equip teachers with the competencies to respond to the needs of all learners more effectively.

These competencies range from critical reflection and self-awareness, organisation and planning, classroom arrangement, language use to community engagement and advocacy. It also highlights promising approaches for Teacher Professional Development such as school-based continuous professional development, collaborative learning communities and the integration of Gender-Responsive Pedagogy into pre-service curricula that can be scaled and sustained within national education systems.

At VVOB, we believe that lasting change is achieved when ministries of education, teacher training institutions, schools and communities work together. This review reinforces that belief. It underscores the importance of partnerships, evidence-informed policy, and continuous learning to ensure that Gender-Responsive Pedagogy becomes an integral part of Teacher Professional Development.

We trust that the findings and recommendations presented here will inspire policymakers, practitioners, researchers and development partners to invest in teachers, not only as facilitators of knowledge, but also as champions of equity and inclusion. In doing so, we move closer to realising the vision of quality education for every child, everywhere.

*Claire Mazin*

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# Introduction

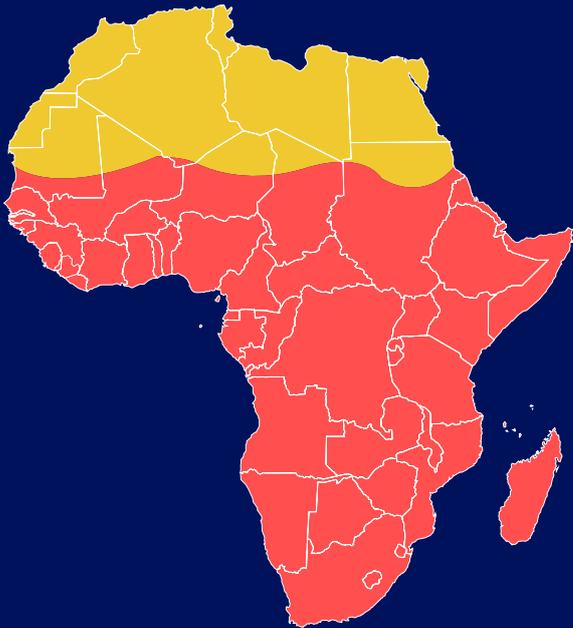
This report presents findings from a literature review on Teacher Professional Development (TPD) for Gender-Responsive Pedagogy (GRP) in Sub-Saharan Africa (SSA). The analysis shows that effective GRP implementation requires systematic training that holistically addresses teachers' attitudes and biases, equips them with practical classroom strategies and promotes inclusive learning environments.

Evidence from countries like Ghana and Senegal demonstrates that well-implemented GRP can improve educational outcomes for all learners, increase girls' participation and retention in school, and contribute to broader social transformation toward gender equality.

Despite progress in expanding educational access, persistent gender inequalities in classrooms continue to negatively impact student participation, learning outcomes and overall experience. Schools often mirror and reinforce societal gender norms, with teachers unconsciously perpetuating biases through their interactions and teaching materials (FAWE, 2016; UNESCO, 2020).

GRP offers a framework to transform these dynamics by equipping teachers to create equitable and inclusive learning environments (FAWE, 2006). GRP is defined as "teaching that considers gender roles, norms and relations.

It actively contributes to reducing the harmful effects of these on the learners" (VVOB, 2020, p. 3). However, most teachers in SSA receive limited preparation to address these complex issues, since pre-service education rarely includes comprehensive GRP training and in-service training is often fragmented, donor-driven and unsustainable (Mhewa et al., 2020).



## Effective GRP implementation



**requires systematic training that holistically addresses**

**teachers' attitudes and biases, equips them with practical classroom strategies and promotes inclusive learning environments**

## 1.1 Context: Persistent Gender Inequalities in African Classrooms

Sub-Saharan Africa continues to grapple with systemic gender disparities in education that extend beyond enrolment, deeply affecting classroom participation, pedagogy, and learning outcomes. While access to primary education has improved, the quality and inclusiveness of teaching environments often lag (FAWE, 2016; UNESCO, 2020).

Educational institutions frequently reinforce gender norms, with teachers unconsciously perpetuating stereotypes. Common examples include calling on boys more frequently in science and math lessons, assigning domestic tasks to girls, and using textbooks that depict traditional gender roles (VVOB, 2024a; Abraha et al., 2019).

Boys may also be penalised for showing emotion, reinforcing restrictive models of masculinity that inhibit learning (FAWE, 2016; Adigun, 2021). The consequences are significant: Of the 17 countries worldwide that have not reached gender parity in primary education, 12 are in Sub-Saharan Africa (Kitili, 2023).

Teachers are central to addressing these issues, yet most receive little formal preparation for gender-transformative instruction. Pre-service teacher education rarely includes comprehensive gender training, and in-service training is often fragmented, short-term, or donor-driven with limited systemic integration (Mhewa et al., 2020).

When teachers lack practical tools and institutional support, they cannot sustain meaningful change (VVOB, 2024b). This is compounded by structural challenges like large class sizes, limited materials, rigid curricula and inadequate professional development infrastructure.



## 1.2 Rationale: Why Gender-Responsive Pedagogy Is a Strategic Necessity

Achieving gender equality in education is critical for meeting Sustainable Development Goals 4 and 5. While many SSA nations have increased enrolment, these gains have not translated into equitable learning outcomes. GRP offers a concrete, practice-based approach for tackling inequities by equipping teachers to create inclusive classrooms through balanced interaction, gender-sensitive lesson planning and non-discriminatory language (FAWE, 2006). When implemented effectively, GRP improves student attendance, engagement and learning outcomes, particularly for girls (VVOB, 2024a; Flink et al., 2024).

However, GRP adoption across SSA remains limited. Most pre-service programmes lack comprehensive gender training and in-service development is typically short-term with minimal follow-up (Rarieya et al., 2024; Adigun, 2021). Even motivated teachers often feel ill-equipped to translate awareness into practice. Cultural resistance to gender-transformative education, especially in rural communities, can further hinder uptake without adequate teacher support (Mukagiahana et al., 2024).

## 1.3 Study Purpose and Research Questions

This study explores TPD for GRP in Sub-Saharan Africa, focusing on how programmes can be designed and implemented effectively.

The research addresses the gap between existing frameworks and sustained, scalable implementation through four key questions:

## Four Key Questions

 **What theories, competencies and practices underpin effective TPD for GRP?**

**Which TPD models have demonstrated effectiveness and scalability?** 

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The study employed a rapid review methodology, sourcing both scholarly and grey literature. After screening 208 studies against inclusion criteria, 60 articles were selected for final analysis. Data was analysed using thematic content analysis (Braun & Clarke, 2017) to identify patterns and generate insights on the state of TPD for GRP in the region.



**208**  
Number of Studies that were screened

# 2

## Key Findings

Effective and lasting Teacher Professional Development (TPD) for Gender- Responsive Pedagogy (GRP) is built on two strong, interconnected pillars:



A robust  
theoretical  
foundation



A set of practical,  
applicable  
competencies

This section outlines these dual foundations.

### 2.1 Theoretical Foundations

The review of the research revealed that effective TPD for GRP is not built on a single theory but rather, draws from diverse theoretical concepts. These theories were categorised into three main groups, each providing a distinct yet complementary lens for understanding and implementing GRP. While Western theories are explicitly cited, the review identified one study that connected theoretical foundations to indigenous African concepts of Ubuntu (“I am because we are”) and the Nigerian concept of Omoluabi (“a person of good character”) (Adigun, 2021).

The first category comprises theories focusing on gender concepts, which provide a critical lens for analysing power and inequality. This category includes feminist pedagogy, which centres on the dynamics of power in the classroom, and social constructivist feminism, which explains how knowledge and gender norms are constructed through social interaction. Also included here are gender-rebellion feminism which challenges the rigid categorisation of gender identities.

The second category encompasses theories focusing on teaching and learning, which guide the pedagogical process. This includes social constructivism, which posits that learners actively construct their own understanding through experience and reflection. It also includes transformative learning theory, which is crucial for GRP as it focuses on how adults can critically reflect on their assumptions and perspectives, leading to a fundamental shift in their worldview and practice.

The third category involves theories connecting schooling and society, which contextualise the teacher’s role within broader systems. The primary example here is Bronfenbrenner’s ecological systems theory (Adigun, 2021), which posits that a teacher’s practice is influenced by multiple layers from the immediate classroom and school culture to community norms and national policies. This framework helps explain the external factors that can support or hinder a teacher’s ability to implement GRP.

## 2.2 Key Competencies and Practices

There is growing recognition that teachers play a crucial role in regional efforts for gender equality, yet the implementation of Teacher Professional Development (TPD) for Gender Responsive Pedagogy (GRP) programmes across Sub-Saharan Africa remains “scattered, uneven and inadequate” (Jones, 2022). Many teachers lack adequate understanding of gender competencies and practices to successfully apply Gender-Responsive Pedagogy, often misusing gender-friendly materials (Muasya, 2021), with grave training shortages for both in-service and trainee teachers (Ananga, 2021).

From the review of literature examining various educational levels, seven key competencies emerged: Teacher Self-Reflection and Knowledge, Gender Awareness, Planning and Organisation, Facilitation and Classroom Management, Use of Curriculum & Teaching/Learning Materials, Socio-Emotional skills, and Advocacy for Community Support.

The most critical competency emphasises teacher self-reflection and knowledge, where effective programmes facilitate “deep and critical discussions with teachers about their own attitudes, beliefs, and behaviours about pedagogy and teaching as well as gender” (Abraha et al., 2019:2).

Drawing on theories of critical pedagogy and Paulo Freire’s work, many programmes

emphasise critical self-reflection of teachers about values and norms of gender and teaching to help shift their pedagogy and develop strong motivation for professional learning (Spear & Costa, 2018).

Teachers must learn to integrate gender considerations into all aspects of teaching, from planning and curriculum to lesson objectives, content, and methodologies (Abraha et al., 2019), while also developing skills to adapt inadequate, gender-stereotyped materials and create gender-responsive learning environments even with imperfect curricula (Nabbuye, 2019; Mhewa et al., 2020).

Additionally, successful programmes highlight the importance of socio-emotional skills, facilitating structured play, and counselling training, including specific strategies for supporting students through sexual maturation and menstruation (Flink et al., 2024).

Furthermore, effective programmes emphasise cultural responsiveness and inclusion, equipping educators to build on existing value systems. Finally, competency in advocacy for community support involves engaging parents and community leaders to build a broader understanding of gender equality beyond the classroom.

Evidence suggests that a teacher equipped with these competencies can function as an agent of change, capable of creating a transformative classroom environment even within systemic constraints (Nabbuye, 2019).

### KEY COMPETENCIES



# 3

## Models for Teacher Professional Development for GRP in Sub-Saharan Africa



The evidence from across Sub-Saharan Africa indicates that different training models have different strengths and weaknesses.

One long-term strategy is to integrate GRP right from the outset, into **pre-service teacher education**. A notable example of this model is Ghana's Transforming Teacher Education and Learning (T-TEL) programme, which has successfully integrated GRP principles into the core curriculum of all 46 public teacher training colleges in the country (Ananga, 2021).

The significant advantage of this model lies in its potential for systemic change.

It aims to ensure that every new teacher who graduates and enters the profession possesses these GRP skills embedded in their teaching approach.

However, a considerable drawback is the length of time needed for successful implementation – it takes many years to see nationwide results because it relies on the slow turnover of the teaching workforce.

For the millions of teachers currently in service, the most common and widespread training method is the **cascade model**. This is because of its remarkable cost-effectiveness and its ability to reach a vast number of teachers in a relatively short period, as demonstrated by FAWE's regional programmes and Kenya's Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA). However, longitudinal research indicates content dilution and uneven practice depth as training cascades through tiers (FAWE, 2016; UNESCO, 2020).

**Coaching and mentoring** involve providing teachers with ongoing, personalised and context-specific support. Programmes employing this method in countries such as Ghana, Uganda and Tanzania have demonstrated measurable improvements: teachers noticeably began using less sexist language, grouped students in more equitable ways and showed a real and sustained improvement in their teaching practices (Mhewa et al., 2020; VVOB, 2024).

**School-Based Continuous Professional Development (SBCPD) and Teacher Learning Communities (TLCs)** as implemented in Kenyan schools, demonstrate how integrating professional learning into routine school life can produce sustained reductions in gender-biased practices and increased enrolment of girls (Chege et al., 2019; VVOB, 2024).

The collective evidence suggests that a blended or integrated approach is the most effective path to lasting transformation. This involves strategically combining pre-service education (to secure long-term benefits) with initial broad-reach cascade workshops (to raise awareness quickly on a large scale) and most importantly, following that up with sustained coaching and/or school-based peer learning groups (to provide the ongoing support necessary for the change to take hold) (Flink et al., 2024).

Evidence indicates that GRP benefits all students. Classrooms become more inclusive and engaging environments for everyone. Girls

gain confidence, participate more actively and perceive themselves as capable learners in all subjects, including Science, Technology, Engineering and Mathematics (STEM).

Boys experience a greater sense of freedom to explore their full range of interests and emotions without fear of judgment. Ultimately, students in these gender-responsive classrooms are more likely to develop a critical consciousness and the courage to identify and stand up against unfairness and injustice in all its forms (FAWE, 2024, 2025).

**“ Programmes employing this method in countries such as Ghana, Uganda and Tanzania have demonstrated measurable improvements: teachers noticeably began using less sexist language, grouped students in more equitable ways and showed a real and sustained improvement in their teaching practices**



# 4

## Emerging Approaches, Scalability Factors and Contextual Enablers/Inhibitors

The effectiveness of any Teacher Professional Development (TPD) programme is not solely determined by its design but is profoundly influenced by its delivery mechanisms, its potential for scale and the specific environment in which it is implemented.

This review highlights several impactful approaches for delivering effective TPD for Gender-Responsive Pedagogy (GRP), the critical factors that influence their scalability, and the key contextual enablers and inhibitors that ultimately determine their success or failure.

### 4.1 Emerging Approaches and Current Practice

Gender disparities in education remain a pressing challenge in Sub-Saharan Africa despite increasing enrolment rates, as deep-rooted cultural norms and biases continue to reinforce inequalities in classrooms (FAWE, 2025).

However, Teacher Professional Development in GRP varies widely in effectiveness depending on design and implementation context (FAWE, 2025). Early work by Aikman and Unterhalter (2005) argued that achieving gender equality requires changes in pedagogy and curriculum, not just increasing enrolment.

The research reveals a shift towards more practical and sustained models of professional development. Learner-centred and participatory pedagogies, which utilise role play, storytelling, and group tasks, have proven effective in increasing learner engagement and shifting participation patterns, particularly boosting girls' willingness to participate in STEM subjects (FAWE, 2016; Flink et al., 2024).

Similarly, play and arts-based methods, such as the TUSEME<sup>1</sup> theatre model, encourage equitable participation and foster vital socio-emotional skills, though their outcomes are highly context dependent (Flink et al., 2024).

<sup>1</sup>Tuseme is a swahili word that means Let us speak out

Beyond methodology, the structure of support is crucial. Coaching and mentoring provided within schools, featuring observation and constructive feedback, shows consistent evidence of transforming teacher practice by improving inclusive student grouping, reducing sexist language, and promoting equitable questioning techniques (Mhewa et al., 2020; VVOB, 2024a).

Embedding professional learning directly into the school environment through School-based Continuous Professional Development (SBCPD) and communities of practice (CoP) supports practical problem-solving and helps sustain new practices, which in turn improves inclusion for marginalised learners (Chege et al., 2019; VVOB, 2024).

The use of reflective practice tools like journals, checklists, or video analysis leads to more durable changes in classroom behaviour than traditional one-off workshops (Spear & da Costa, 2019; Mendenhall et al., 2021).

An emerging and critical area of focus is teacher wellbeing support. Interventions that offer peer support and stress management have been found to correlate strongly with higher teacher engagement and efficacy in implementing GRP (Bih et al., n.d.; Mukagiahana et al., 2024).

Finally, while blended and digital modalities hold promise for expanding access to training, they face significant evidence gaps regarding their effectiveness and risk exacerbating existing gendered access inequalities in contexts with limited devices, data, and reliable electricity (Haßler et al., 2020; IFC, 2022).

## 4.2 Scalability Factors

For these promising approaches to move beyond isolated successes to achieve system-wide transformation, specific scalability factors must be addressed. Foremost among these is policy integration and institutional support. Integrating GRP into national TPD curricula, as demonstrated by Ghana's (Transforming Teaching, Education & Learning) T-TEL programme, provides a viable pathway to

systemic change, though it requires sustained oversight and resources (Ananga, 2021). Cost-effectiveness and resource efficiency are also paramount; school-based and peer-led models reduce costs but must carefully retain essential quality elements like coaching to remain effective (Chege et al., 2019; Haßler et al., 2020).

Furthermore, scalability is inherently tied to cultural adaptability and context sensitivity. Programmes must be adapted to local languages and norms, as evidenced by the divergent outcomes produced by identical training models in different countries (Flink et al., 2024).

Achieving sustained scale necessitates multi-level support systems that ensure coordination across classroom, school, district and national levels, incorporating mentoring, engaged leadership and community outreach (Chege et al., 2019; VVOB, 2024a). Perhaps most critically, addressing deep-rooted cultural barriers requires long-term, complementary community-level interventions, as training teachers alone is seldom sufficient to shift entrenched stereotypes (Mukagiahana et al., 2024).

## 4.3 Contextual Enablers

The successful implementation and scaling of these approaches are significantly enhanced by the presence of certain enabling factors. These include institutional and policy support frameworks that explicitly include GRP competencies (UNESCO, 2023; VVOB, 2024b) and committed school leadership that actively protects teacher time for professional development and models inclusive practice (Chege et al., 2019). At the individual level, positive teacher attitudes toward gender equity form a foundational bedrock for meaningful change (Gandara & Laesecke, 2022).

The establishment of professional networks and communities of practice (CoPs) provides invaluable ongoing peer support, creating a collaborative environment for growth (Chege et al., 2019).

Initiatives that find cultural resonance with local philosophies, such as the African concepts of Ubuntu and Omoluabi, can significantly enhance the relevance and uptake of GRP principles (Adigun, 2021). Finally, the design of the training itself is an enabler; well-designed programmes that incorporate hands-on practice, classroom observation and structured feedback are far more likely to succeed (Spear & da Costa, 2019).

#### 4.4 Contextual Inhibitors and Implementation Challenges

Conversely, progress can be severely hindered by a range of persistent contextual inhibitors and implementation challenges. Resource constraints, including overwhelmingly large class sizes and a chronic insufficiency of teaching materials, physically limit a teacher's ability to implement new, more inclusive practices (Abraha et al., 2019; Nabbuye, 2019). Closely related is the issue of teacher workload and wellbeing; high administrative burdens and stress reduce the mental capacity and motivation necessary

for engaging in professional learning (Bih et al., n.d.; Mukagiahana et al., 2024).

Another significant barrier is that of entrenched cultural norms and community beliefs about rigid gender roles, which can foster significant resistance to change at all levels (Mukagiahana et al., 2024). This is often compounded by training inadequacies, where short, fragmented workshops without follow-up support rarely produce the sustained change in teacher practice required (Mhewa et al., 2020; Jones, 2022). Additionally, a pervasive policy-practice disconnect sees strong policies on paper frequently lack the essential funding, monitoring and accountability mechanisms needed for implementation in classrooms (Adigun, 2021; Nabbuye, 2019). Finally, the digital divide, characterised by limited connectivity and significant gendered access gaps to technology, remains a major constraint on the potential of digital TPD modalities (IFC, 2022; Haßler et al., 2020).



“Coaching and mentoring provided within schools, featuring observation and constructive feedback, shows consistent evidence of transforming teacher practice by improving inclusive student grouping, reducing sexist language, and promoting equitable questioning techniques

*Mhewa et al., 2020; VVOB, 2024a*

# 5

## Critical Research Gaps in TPD for GRP

Despite the proliferation of TPD for GRP programmes across Sub-Saharan Africa, significant research gaps impede a comprehensive understanding of their long-term efficacy and scalability. Indeed, evidence indicates that “few studies have systematically tracked the long-term impact of GRP TPD programmes” (Mhewa et al., 2020). These critical gaps span several thematic areas.



A fundamental disconnect exists between the intersectional theories of gender that underpin programmes and how teachers conceptualise their role in the classroom.

Many educators retain a limited understanding of GRP, focusing on equitable student participation rather than transformative gender equity (Mhewa et al., 2020; Muasya, 2021). This points to a persistent and “notable ‘lack of conceptual clarity around gender’” across programmes (Muasya, 2021).

Furthermore, TPD initiatives predominantly draw on Western theoretical frameworks, creating a significant gap in the incorporation of indigenous African philosophies, such as Ubuntu and Omoluabi, which could profoundly enhance the cultural relevance and long-term sustainability of GRP efforts (Adigun, 2021).

Compounding these conceptual challenges is a critical shortage of longitudinal impact and sustainability research. There are not enough studies tracking the sustained influence of TPD on teacher practice and student outcomes long after the initial intervention concludes (Mhewa et al., 2020).

Similarly, there is insufficient research on the mechanisms required to sustain programmes beyond short-term, donor-funded pilot phases and successfully integrate them into national education systems (Flink et al., 2024).

While context is universally acknowledged as a decisive factor for success, more research is needed to identify the specific training strategies that are most effective across diverse settings. Key questions remain unanswered regarding what works best in urban versus rural schools or across different educational levels, from early childhood to secondary education (Flink et al., 2024).

The potential of digital tools remains another under-explored area. Research on digitally delivered TPD is limited, particularly concerning its implementation, challenges, and effectiveness in low-connectivity settings. This gap is especially critical given technology’s potential to expand access. Any research in this area must also directly address the digital gender divide, as women represent only 32% of online learners in Africa (IFC, 2022).

An emerging yet seriously understudied area is the relationship between teacher well-being and the successful implementation of GRP. Initial evidence suggests that well-being significantly

impacts motivation for professional development, and that gendered societal expectations can act as a formidable barrier to participation for female teachers (Bih et al., n.d.; Haßler et al., 2020).

Furthermore, TPD programmes show a notable lack of focus on gender-responsive assessment. Research is needed to develop concrete strategies for equitable assessment and to create standardised, validated tools for measuring both the quality of GRP implementation and its impact across different contexts.

Finally, systemic and community-oriented gaps persist. Researchers and practitioners need a better understanding of how to successfully scale pilot programmes into fully integrated national systems while navigating the common policy-practice disconnect (Adigun, 2021).

Research on how GRP intersects with other educational priorities, such as disability inclusion or competency-based curricula, remains underdeveloped. Similarly, systematic research on effective community engagement strategies is limited, despite universal recognition that addressing deep-seated cultural and gender norms is one of the most persistent challenges to GRP implementation (Mukagiahana et al., 2024; Adigun, 2021).



# 6

## Recommendations for Strengthening TPD for GRP

The evidence is now clear and overwhelming: creating classrooms that are genuinely fair, supportive and enabling for all children, regardless of their gender, is not merely a nice idea or a “women’s issue.” It is an absolute necessity and a strategic imperative for building a more prosperous, equitable, peaceful and innovative future for Sub-Saharan Africa. Teachers are the undeniable key to this transformative change,

but they cannot and should not be expected to achieve it alone. They require high-quality, ongoing, practical and sustained support and training from the moment they decide to become teachers until the day they retire.

Drawing from the findings from this comprehensive evidence review, the recommendations below provide a roadmap for stakeholders to effectively advance this vision:



### Governments and Ministries of Education

play a critical role in advancing GRP. GRP should be integrated into national education plans and teacher competency frameworks.

Dedicated funding and logistical support should be provided for school-based teacher learning groups and mentoring systems.

Investment should be made in mechanisms to ensure that the policies developed are implemented, supported and monitored in every single classroom nationwide, while also addressing the practical barriers faced by female teachers.



### Teacher Training Colleges and Universities

play a central role in preparing future teachers. GRP should not be presented as a single, isolated module; its principles should be integrated across all subjects. Faculty members who teach these future teachers are expected to model GRP in their own teaching methods.

Strengthening the practical, supervised teaching component of training is essential, giving student teachers opportunities to apply these skills in real classrooms with supportive feedback. Specialised courses addressing gender-based violence and other sensitive topics should be developed.



### International Development Partners, Donors and NGOs

have a supporting rather than leading role in advancing GRP. Their work should align with national priorities rather than operating as separate, short-term projects that end when funding concludes.

Investment in rigorous research is needed to address outstanding questions on long-term impact, cost-effectiveness and digital delivery. Greater emphasis should be placed on scaling successful national programmes that are ultimately owned and managed by national governments.

# 7

## Conclusion



This review affirms that effective Teacher Professional Development (TPD) for Gender-Responsive Pedagogy (GRP) in Sub-Saharan Africa is achievable through programmes that combine gender awareness, practical classroom strategies and critical self-reflection (FAWE, 2016; VVOB, 2024a).

However, significant gaps remain in long-term impact studies, contextual adaptation, and the integration of indigenous African knowledge systems (Mukagahiana et al., 2023; Adigun, 2021).

Successful, sustainable implementation requires a multi-level approach: strong government

policies, integration of GRP into pre- and in-service teacher training, and collaboration with key organisations like FAWE, UNESCO and UNICEF (Mhewa et al, 2020; Mukugiahana, Sibomana, and Ndiritu, 2024).

Ultimately, investing in GRP is both a moral and strategic imperative for achieving Sustainable Development Goals 4 and 5. By overcoming persistent challenges like resource constraints and deep-seated stereotypes through supportive policies and professional communities (Jones, 2022; Gandara & Laesecke, 2022), GRP enables the creation of inclusive classrooms where every student can thrive (Mhewa, Bhalalusesa, & Kafanbo, 2020; Wango et al., 2024).

# 8

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